

West Virginia Studies Resource Development

Title of Lesson: Loyalists vs Patriots introduction
Grade level: 8 th Grade
Summary: When students begin to analyze the different viewpoints of the Loyalists and the Patriots, it is important for them to realize they evolved out of one originally cohesive group: British citizens. It is also important to think about how these groups shaped our future nation's government through the developed perceptions of various citizen groups rights, responsibilities, and privileges. Through the simple activity, students will be divided and ask to support different perspectives in hopes of swaying a 3rd party outsider thereby gaining understanding of how quickly separate agendas can divide a once unified group.
WV CCR Social Studies Standards: SS.8.21 Demonstrate an understanding of the American Revolution, including western Virginia's part in the development of the nation. <ul style="list-style-type: none">● Compare and contrast the perspectives and roles of different western Virginians during the American Revolution including those of political leaders, soldiers, patriots, Tories/Loyalists, women, and Native Americans
SS.8.3 Identify, analyze, and evaluate the responsibilities, privileges and rights of citizens of the state of West Virginia found in the state and national constitutions.
Students will know and understand (content) (Essential Questions): <ul style="list-style-type: none">● How do different viewpoints create a divide in a once unified society?● How do we interpret the concepts of responsibilities, rights and privileges based on our current historic knowledge and our daily perceptions?
Students will be able to do (skills): <ul style="list-style-type: none">● Analyze the concepts of responsibility, privilege and right; and identify the differences between them● Engage in a persuasive conversation convincing another individual to support/see their perspective● Use active listening to draw conclusions as to why a perspective is valid● Evaluate how responsibilities, privileges, and rights shape perspective

Materials & Resources:

- Index cards
- projector
- laptop
- paper
- profile page outline (if choosing to provide)
- Venn diagram (blank if choosing to provide)

Learning Plan:

Introduction: Rights, responsibilities & privileges

Discuss the following -

In life we all have rights responsibilities, and privileges and all of these concepts shape who we are and what views we hold. Let's talk about your rights, responsibilities, and privileges as a student -

- **Let's start with rights - What are rights? (discuss definition) What are your rights as a student? Sample responses - education, safe environment, treated equally....)**
- **What about your responsibilities? (discuss definition) Sample responses: doing well in school, treating others nicely, following school rules, respecting our school and others....)**
- **Finally, what about privileges? (discuss definition) What are privileges you might have as a student? Permission to do something not everyone is able, taking challenging classes, extra opportunities,)**
- **Discuss the fact that their perspective of each concept defines their dedication or lack thereof towards their role as a student**

Activity

- **Keeping in mind the discussion about rights, responsibilities and privileges divide the students into 3 even groups - (note: you will not discuss their roles out loud but will meet with each group individually to quietly share their job for the activity)**
- **Group A - tell group A the following scenario: You and a friend are offered an opportunity to switch out of my class to the other WV Studies teacher. Your job is to convince your friend that the two of you should stay in my class. Use your understanding of rights, responsibilities, and privileges to gauge your discussion based on what you have experienced in my classroom.**
- **Group B- tell group B the following scenario: You and a friend are offered an opportunity to switch out of my class to the other WV Studies teacher. Your job is to convince your friend that the two of you should switch classes. Use your understanding of rights, responsibilities, and privileges to gauge your discussion based on your knowledge of this class and what you would hope for the other class.**
- **Group C - tell this group that their job is for them to be active listeners (they may ask questions but cannot convey opinions) to what their classmates are going to discuss with them**
- **Allow now for Group A to interact with Group C working to convince them of their goal and allow for questions. Then allow for the same opportunity for Group B to interact with Group C.**
- **When they are finished, allow the groups the opportunities some time to withdraw so only Group A can talk and discuss with themselves and the same for Group B and the same for Group C. Have students designate a recorder and write about their experience discussing with the other group or groups they met with. Reflect on the following questions: (Group**

A/B) In what ways did you utilize your rights, responsibilities, and privileges to convince the 3rd party (Group C) that your idea (of staying or switching) was the best choice when considering their future in the WV Studies class of their choice? Please reflect on each concept individually (rights, responsibilities, and privileges). After that have students in group C blind vote and share the results. Discuss openly how Group A and Group B used those 3 concepts to convince Group C and then how Group C made their final decision.

Research/Connection

- With a partner you are now going to connect the concepts of rights, responsibilities, and privileges to roles of key groups that existed during the American Revolution:
 - Your job is to research your designated group during the American Revolution (1775-1783) and create a profile page for your group. The profile page will include the following:
 - The name of your group (political leaders, Patriots, Tories/Loyalists, women, and Native Americans)
 - A hand drawn image depicting their group
 - Five key rights
 - Five responsibilities of that group during the American Revolution
 - Five ideas that fall under privileges with explanations of how each of these ideas is a privilege for that group
 - 3 noted individuals from the time period that fall into that category
- Have students share their information with the class and students compile a mini profile booklet so that students can compare and contrast the rights, responsibilities, and privileges across groups. Discuss how these groups impacted each other and how they all stem from being British citizens (except Native Americans)

Expansion: investigate one of the individuals from your group to see how their rights, responsibilities, and privileges impacted their role in the American Revolution

Checking for Understanding:

- Narrow focus: have students create a Venn diagram comparing and contrasting the Patriots and Loyalists (Tories) to submit for review.
- Discuss the similarities and the differences between the groups
- Use the video Loyalist vs. Patriot debate to reinforce the differences and make further connections between the groups <https://www.youtube.com/watch?v=1GNJ5TDZ9-8> (if you need to download video outside of school or add to myvrspot.com to allow for student viewing at school)

Accommodations:

- provide outlines of “starter ideas” for students in Activity Groups A or B who need support when convincing others
- Conference with small groups prior to their activity discussion to ensure understanding of targeted concepts (rights responsibilities and privileges) and that they can guide the conversation using appropriate ideas
- Provide blank outline for profile to allow for support in research
- Provide specific websites for research
- Give pre-created Venn Diagram and if needed provide ideas for students to match and glue into Venn diagram

Profile Page

Image

Focus Group: _____

Rights:

- 1.
- 2.
- 3.
- 4.
- 5.

Responsibilities

- 1.
- 2.
- 3.
- 4.
- 5.

Privileges and explanation of how this is a privilege for this group

- 1.
- 2.
- 3.
- 4.
- 5.

Noted individuals in this group during the American Revolution

- 1.
- 2.
- 3.

Suggested websites for Research

Women of the American Revolution

- <https://www.battlefields.org/learn/articles/women-american-revolution>
- <https://www.khanacademy.org/humanities/us-history/road-to-revolution/the-american-revolution/a/women-in-the-american-revolution>

Political Leaders during the American Revolution

- <https://online.norwich.edu/academic-programs/resources/8-key-figures-from-the-revolutionary-war>
- <https://guides.lib.jjay.cuny.edu/c.php?g=288395&p=1922291>

Patriots and Loyalists

- https://www.ducksters.com/history/american_revolution/patriots_and_loyalists.php
- <http://americanexperience.si.edu/wp-content/uploads/2014/07/Loyalists-and-Patriots.pdf>
- https://www2.needham.k12.ma.us/eliot/technology/lessons/am_rev_bio/loy_pat_argue.pdf
- <https://kidskonnnect.com/history/patriots-and-loyalists/>

Native Americans

- <http://www.ushistory.org/us/13f.asp>
- <https://www.historywiz.com/nativesrevolution.html>
- https://www.nps.gov/revwar/about_the_revolution/american_indians.html